

The second half of the 19th century as a new stage in the creation and development of textbooks on the native language

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Abstract. The article is devoted to the development of pedagogical thought in Azerbaijan in the second half of the 19th century, which was reflected in the compilation of new textbooks on the Azerbaijani language. The author notes the great contribution to pedagogical thought in Azerbaijan in the second half of the 19th century by prominent educators A.O.Chernyaevsky and S.Velibekov.

Keywords: Azerbaijan, second half of the 19th century, pedagogical thought, textbook “Language of the Fatherland”, Ushinsky, Chernyaevsky , Velibekov, children’s literature.

Second half of the 19th century was the era of formation of national thinking, national dignity, national revival, and the time of creation of the idea of Azerbaijanism. However , along with this, tsarist tried by all means to suppress manifestations of the national identity of the people. The authorities persistently tried to break the efforts of progressive public figures of Azerbaijan to educate the broad masses of the people, as well as initiatives and high ideas to open schools of the new style, publish newspapers and magazines in the native language, organize libraries and reading rooms, create theaters and other cultural institutions, under a thousand pretexts limited initiatives in these areas.

The development of teaching aids in Azerbaijan, close to modern educational models, dates back to the middle of the 19th century. The formation of new social thought during this period, the emergence of new forms of culture and literature, the development of a new generation familiar with the Russian language and literature, the works and socio-political views of Western classics, created the conditions for the emergence of new methods, means and styles of teaching and education in school.

In the period under study, as in other spheres of culture, in school education, in the general spread of education, innovations are clearly visible , a tendency to develop in the direction of progressive significance. Secular education received an advantage in all regions of the country, in the centers of the cultural environment. All intellectuals, educators of the country, cared about the worldview, the development of the general cultural level of the growing generation not only through Russian-language state schools, but also through their specially organized schools of the new style.

In the second half of the 19th century, along with the handful of state schools, with the activation of schools organized on the personal initiative of leading intellectuals, native language schools, Russian-Azerbaijani schools, a significant

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breakthrough occurred in the preparation of textbooks in the native language. Most of these textbooks were intended for children, a significant part of the school contingent, which consisted only of Azerbaijanis. The compilation of such textbooks, the novelty of teaching methods at school, became possible thanks to the good, positive influence of Russian and Western European pedagogy.

It is necessary to especially emphasize the usefulness of the pedagogical ideas of the great Russian educator K.D. Ushinsky in this matter. K.D. Ushinsky influenced "the school experience and pedagogical thought of Azerbaijan" first of all, with his famous textbooks ... Beginning in the 30-40s of the XIX century in Azerbaijan in educational centers, which first arose under the names of district, city, primary public schools, the Russian language was taught on the basis of "Language of the Fatherland" and "Children's World" by K.D. Ushinsky .

... The importance of K.D. Ushinsky's textbooks for the Azerbaijani school does not end only with the effective study of the Russian language; these books also served as a model for the compilation of new style textbooks to facilitate the teaching of the Azerbaijani language." (4,253)

It should also be noted that by the end of the century described, the number of primary schools had increased significantly. The opening of schools in large villages that provided primary education day after day contributed to the increased need for textbooks and other teaching aids. The strengthening of progressive tendencies in Russia, the spread of advanced ideas, also brought the issue of teaching the Azerbaijani language and conducting education in the native language to the agenda. It should be added that according to the charter of 1829, the official legalization of teaching the Azerbaijani language throughout Transcaucasia , even in schools in the North Caucasus, increased the interest of local intellectuals, as well as educators from other nations, in this matter.

In the second half of the 19th century, a textbook compiled in the Azerbaijani language using the voice method, based on new pedagogical methods, belongs to Mirza Alekper Elkhanov, a teacher of the Azerbaijani language and Sharia at the Irevan Gymnasium. From the archival documents it becomes clear that "AO Chernyaevsky familiarized himself with the manuscript of this textbook and wrote a broad review of it , consisting of 12 pages. From this review it can be understood that Mirza Alekper Elkhanov compiled this textbook, containing 130 texts, according to the principle from simple to complex. It mainly included texts for reading, including the names of Christian months, as well as materials providing information about astronomical phenomena, such as the Moon, Sun, stars, topics that talk about the teacher, parents, the anatomical and physiological structure of man. Along with positive thoughts, Chernyaevsky also expressed his critical thoughts about this textbook." (4,255).

This M.A. Elkhanov under the title "Alphabet of the Azerbaijani language" was written on the basis of the well-known principles of K.D. Ushinsky. However, unfortunately, this textbook was not published, despite the numerous attempts of the author. The only copy of the textbook was lost due to the red tape of officials-bureaucrats from education. Also, the death of M.A. Elkhanov did not allow this matter to be completed.

It should also be noted that the development in the 19th century, the rest of the non-Russian peoples of the Transcaucasia region of the Russian Empire in the direction of new content of public education, is directly related to the advanced Russian culture

and pedagogy. This period was also a qualitatively new stage in Azerbaijani pedagogical thought. Advanced and progressive pedagogical ideas that arose in Russia and Western Europe, fundamentally showed their positive influence on the dissemination of new pedagogical ideas.

K.D. Ushinsky's idea of conducting the teaching of the native language in the native language, and the whole process of teaching , were also consonant with the ideas that the Azerbaijani teachers of that time defended. The conclusions of the great teacher that the psychology and morality of the people are reflected in the native language, that even native nature "speaks" in the native language, his famous thoughts about the significance of the native language, which he expressed with the power of his genius, also occupied the minds and thoughts of our intelligentsia. "... along with the fact that language is the most complete and most correct history of the entire centuries-old spiritual life of the people, it is the greatest educator of the people, who teaches the people even in those times when there are no books or schools, teaches them until the end of history ... When a child learns the national language, he learns not only conventional sounds, at the same time he drinks spiritual life and strength from the breast of his native language. "The language of the fatherland" explains nature to him in a way that no natural scientist could explain it; it acquaints the child with the character of the people around him, with the society in which he lives, its history, its desires, as no historian would do; it introduces the child to popular beliefs, folk poetry in a way that no writer could do; it gives such logical concepts and philosophical views that, of course, no philosopher could give a child." (7,112-113).

Thus, we must point out that in the second half of the century, one of the centers for the dissemination of advanced Russian pedagogical thought, especially the pedagogical system of K.D. Ushinsky in the Caucasus, was the Gori Seminary of Teachers. In the seminary, Ushinsky's followers and innovators, D.D. Semenov (1834-1902), A.O. Chernyaevsky (1840-1893) rendered great services in the field of creating educational literature and teaching in schools.

A.O.Chernyaevsky was the first inspector of the Azerbaijani department of the Gori Seminary. With the help of Rashid bey Efendiye and other students, he prepared the first part of the textbook "Language of the Fatherland" for primary schools in a vocal manner. The textbook was of an original nature and reflected the peculiarities of the Azerbaijani language at the proper level. This textbook, which was used as an alphabet, worthily reflects the advanced methodological and pedagogical requirements of its time. According to Professor Huseyn Akhmedov, the textbook "Language of the Fatherland" is the first textbook in the East prepared in a vocal manner" (6.29). The textbook "was published every year with at least one change until 1910 and in subsequent years, and Azerbaijani children learned to read and write at school with the help of this book" (1.104).

A.O. Chernyaevsky prepared the second part of the textbook with the help of Safarali bek Velibekov, the head of the primary school , intended for Muslim children of the Gori Seminary. The second part of the textbook can be considered a source of primary, initial knowledge of children about nature and man. The textbook, prepared as an elementary course of study for children, reflects materials for the development of cognitive activity of children. Such mental operations as the analysis of various texts, distinguishing texts by certain features, conducting generalizations, comparisons, discussions are revealed through questions, supported by tasks and proverbs

corresponding to the content of the text. The textbook consists of texts for the "ABC" and texts for reading after the ABC for one year.

Learning the alphabet combines three interrelated elements:

1 Examples for paintings. The purpose of examining these examples is to prepare the finger muscles for writing.

2. Examples for writing. These examples are given for the purpose of studying letter signs.

3. Works on printed signs of letters. Here we talk about letters and their two-syllable and four-syllable writing.

The textbook provided for learning the alphabet in six months. The textbook included 21 texts to read after the alphabet. Then there are verses from 9 suras of the Koran, prayers read at the beginning of the lesson, reading words by syllables, writing and reading numbers, and a glossary at the end.

The textbook is fundamentally different from previous textbooks in its structural and thematic qualities. "Language of the Fatherland" (Parts I and II) laid the foundation for a new stage in the development of teaching aids in primary schools in the 70-80s of the 19th century. It was this sample textbook that became the basis for the creation of new teaching aids that could meet the requirements of their time. The textbook's efforts to reflect the peculiarities of the Azerbaijani language and to introduce children to oral folklore attract attention.

As academician Tofik Gadzhiev points out, this textbook created the style of the language of children's literature in the history of our literary language. And children's literature of the early 20th century was created directly by the linguistic traditions in "Native Language".

And Abdulla Shaik, who said "Spotted gray goat", A. Sakhhat "Grow green, grow green, my green meadows", and M.A. Sabir who said and wrote "Come spring days", went through the experience of this large area of creativity, which has historical and socio-cultural significance, in the school of "Language of the Fatherland" . These classics of children's literature learned this language there" (5,17).

A.O. Chernyaevsky and S. Velibekov, relying on the advanced methodological and pedagogical traditions of their time, were the first to use their native language as the basis for "Native Language", directed children to master elements of folk culture, and made special efforts to introduce them to examples of oral folklore. With the help of fairy tales, proverbs, allegories, artistic texts, poems and other necessary means, they "decorated" the spirit, thoughts and feelings of children with the beauty, color and colors of their native language. The first written experiments in a simple native language turned into a stable stylistic concept in "Language of the Fatherland" . The gradual development of speech was clearly visible in the structure of the texts. Syncretism was visible in the language of the textbook: artistic, didactic-pedagogical and scientific information was given.

As a collection of life facts, events and relationships, the materials in this textbook served to form children's views on the reality surrounding them. The texts were directly related to the way of life, life, and work, ethical and aesthetic views of the people. In the first and second parts of the textbook, the authors set the all-round development of children as the most important task in primary education, and tried to ensure that the texts intended for reading reflected various areas of knowledge in a simple and accessible way.

The authors of the "Language of the Fatherland" (Parts I and II) were well aware that K.D. Ushinsky, when preparing his textbooks, insisted on such an important issue as the fact that the materials selected for children to read covered knowledge of man and nature. Therefore, A.O. Chernyaevsky and S. Velibekov tried to ensure that the topics could tell about the logic of nature, about man and his origin. They clarified that the influence of nature on children has stronger and more logical foundations. The specific content of natural life polishes the spirit and mind of children, creates the basis for improving their thoughts and reflections. The connection of texts with a specific thought determines its assimilation, generalization and systematization, directing the child's attention to the specific content of the text. Reading, writing, and oral speech help develop the child's thinking, and the tasks serve to reveal the thought expressed in the text. All this should be considered positive features of the textbook.

The authors of "The Language of the Fatherland" did not remain indifferent to the preservation of the best traditions, good examples of previous textbooks. The textbook skillfully used the positive experience of the previous Azerbaijani language, scientific and theoretical thoughts about the grammar of our language, and methodological works. In the second part of the textbook, the authors clearly and distinctly write about this: "About the dictation -we were guided firstly by the work of Professor Kazim bey, in which he classifies grammar, and secondly by the works of Messrs. Budagov and Vezirov. In addition, we included in this book several precise and correct rules and about the dictation-presentation..." (5, 661).

Thus, the textbook "Language of the Fatherland" (Parts I and II), which was intended to teach literacy in the Azerbaijani language, arose at that time as a textbook aimed at assimilating elements of the culture of our people by school-age children, familiarizing the younger generation with examples of oral folklore, their understanding of life, history, the nature of the people and its beauty through their native language. Here, to a due extent and to a significant degree, the artistic thinking of the people, the philosophy of life and the wisdom of the people were expressed. All literary and artistic examples, along with the goals of education, stood out for their high educational characteristics. The texts were aimed at the comprehensive development of the child, served to expand and enrich their knowledge and ideas about the world around them.

"The Language of the Fatherland" was a great event for the Azerbaijani pedagogical environment of that time. Intelligent teachers representing pedagogical theory highly valued this textbook written in the native language, drew attention to its significance as the first teaching aid with a vocal method."

The teachers and methodologists of that time, the great scientists of the last century Akhmed Seidov, Mehdi Mehdizade, as well as our contemporaries - scientists Guseyn Akhmedov, Azhdar Agayev and others had a high opinion of the methodological and pedagogical possibilities, about the role that both parts of the textbook played in the field of literacy teaching.

The first part of the textbook, called the first and second sections, consists of two large parts. The first part consists of examples for drawing, words, sentences and short texts for memorizing letters in the alphabet. In the texts, the seasons (spring, summer, autumn, winter) and their features are offered at the level of fiction. For example, "As autumn comes, the days become short, the nights become long, and it becomes cold in the air. It often rains..."; "In winter, the sun rises late, but sets early and there is little warmth from it, so winter days are cold and frosty..."; "On the day of Novruz, day and

night become equal. From this day, spring begins. The days become long and the nights become short. The sun's influence increases and the snow begins to melt. The air begins to warm up day after day. Instead of snow, it often rains. Lightning flashes in the sky, and thunders and sometimes hails. In the deserts and meadows, in the forests and gardens, the grass turns green, flowers bloom. Trees are decorated..."; Summer is a hot season. Sometimes it is so hot in summer that the leaves of the trees wither and the grass in the field dries up and turns yellow. Birds, interrupting their singing, hide in the shade of the trees. Sheep and cattle look for a cool place. Children bathe in the river..." etc.

The first book contains such stories as "Uşaq və gözlük" (Child and glasses), "İki dost" (Two friends), "Şir və siçan" (Lion and mouse), "Kəpənək və arı" (Bee and wasp), "Baba və nəvəsi" (Grandfather and grandson), "Əkinçi və oğlu" (Plowman and his son), "Qaz və durna" (Goose and Swan), "İki yoldaş" (Two Comrades), "Maraq və üzüm tənəgi" (Elk and Grapevine), "Bağban və oğulları" (Gardener and his sons), "Uşaq və kəpənək" (Child and bee), "Qurd və keçi" (Wolf and goat), "Qurd və quzu" (Wolf and lamb), "Quşlarə rəhim eyliyin" (Spare the birds), etc., such poems as "Dostluğun təsiri" (Action of friendship), "Xoruz və mirvari dənəsi" (Rooster and grain of pearl), "Çoban və güzgü" (Shepherd and mirror), "İt və eksi" (Dog and his reflection), "Uşaq və ilan" (Child and snake), "Bəhar" (Spring), "Dilənçi və it" (Dog and goodbye), "Layla" (Lullaby), "Uşaqlar və quş" (Children and Bird), "Siçanlar" (Rats), "Novruz" (Novruz), "Bənəfşə" (Violet), "İlan və zəli" (Snake and Leech), "Tülkü və üzüm" (Fox and Grapes) were prepared on the basis of the expression of new, useful methodological and pedagogical requirements of the time.

Here, a special place is occupied by materials on natural sciences, which confirms the meaningful, methodically targeted nature of the texts. The authors, along with understanding the importance of knowledge about nature for cognition of the surrounding world, also took care of the development of speech and thinking, aesthetic feelings and observation of children. The child and the nature surrounding him, the seasons, the way of life of animals in the surrounding world, the development and growth of the plant world, human intra-family relationships and benefits in the life of society, form the basis of these texts.

Children learn stories about the world around them, simple life examples with the help of teachers. According to the authors of the textbook, it is the logic of nature that can help develop children's oral speech, the logical development of their thinking. Although this idea came from K.D. Ushinsky, it was very significant as the application of progressive, advanced pedagogical ideas in the process of teaching literacy. And therefore, the frequency of using texts on natural phenomena in the textbook should be taken for granted. Natural phenomena help children mentally rely on serious logic, which contributes to the implementation of the purpose of reading and telling the materials that were discussed.

From the reviews and studies about the textbook it becomes clear that in addition to the translation of the poems of K.D. Ushinsky and A.A. Pchelnikova, the fables of I.A. Krylov, the poems of Hasanali Garadansky, Molla Veli Vidadi, Mirza Abdurrahim Talibzade, there are also other examples of poems, the authors of which have not yet been identified. Although there is a need to establish the authors of the poems given in the textbook "Bənəfşə" (Violet), "İlan və zəli" (Snake and Leech), "Dilənçi və it" (Dog and Farewell), "Bahar" (Spring), "Dostluğun təsiri" (Action of Friendship), unfortunately, no initiatives have been made in this area so far. Apparently, the authors

of these poems were educators who had close ties with Chernyaevsky and collaborated with him in the pedagogical field. There is one undeniable truth that establishing the unknown authors of these poems would shed light on new pages of our pedagogical thought.

One of the positive features of each part of the “Language of the Fatherland” was the development of a certain form and methodology for mastering the Azerbaijani language. Chernyaevsky and Velibekov went much further than their predecessors in this matter. The authors knew that the choice of literary samples intended for primary education is a very complex and difficult and responsible matter. On the other hand, there were not enough literary samples of Azerbaijani children's literature. The lack of experience in this area created certain difficulties in the matter of creating textbooks. But, despite all this, we will not be mistaken if we say that the textbook noticeably influenced the formation of Azerbaijani children's literature, on its possession by a wide readership.

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